

1-2014

ENST 230H.01: Nature and Society

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NATURE AND SOCIETY [IN WESTERN SOCIETY] SPRING 2014

ENST 230H_01
Spring, 2014; UH 210
MWF 10:10-11:00 am
CRN: 31773

Dr. Dan Spencer
Rankin Hall 103, Tel. 243-6111
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COURSE DESCRIPTION

This course explores how the relationship between human societies and the natural world has been influenced throughout history by various thinkers and ideas. We also consider how nature itself and our ability to manipulate it has influenced society, and in turn, environmental thought. Thus, we examine ecological and biogeographical constraints and ways humans have culturally adapted in attempting to surmount those limits. We explore Western (Euro-American) environmental thought from prehistory until today. To help us understand its distinctiveness we also touch on some contrasting nonwestern perspectives. We necessarily are only able to give limited attention to the various ages, even within the western tradition, and thus, environmental thought and developments of many societies and civilizations are not covered.

Nevertheless, we will examine major paradigmatic shifts and strive to understand how environmental thought has affected the way different societies have viewed nature, their place with respect to the natural world, and in turn, their interactions with it. By exploring that theme, we will also see connections between ideas, writers, and thinkers of the past and the current global environmental crisis. We will ponder if the answers to a more sustainable, prosperous, and just society in the future reside in history and its lessons, or whether we will need to forge new ideas, sensibilities, and ways of relating to each other and nature. Students are encouraged to explore their own connections with the past, develop principles and values that have personal meaning, and contemplate their place in nature and society.

OBJECTIVES

Upon completion of this course, students should be able to:

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and their writings about the role of humans in relation to the natural world.
2. Think critically about the effects of such views on different societies' interactions with the natural world.
3. Recognize the importance of other historical factors, particularly scientific advancements, technological developments, and changes in social organization.
4. Synthesize ideas and events that led to several major paradigmatic shifts, from pre-history to the present, regarding dominant societal views of the place of humans in nature.
5. Analyze current environmental issues utilizing historical ideas, thinkers, and events.
6. Articulate their personal perspectives on human-nature interactions in relation to historical ideas, thinkers, and events.

TEACHING ASSISTANTS

Sam Dexter: Samuel.dexter@umontana.edu; Office: Rankin M-2
Peter McDonough: peter.mcdonough@umontana.edu; Office: Rankin M-1C
Sam Plotkin: samuel.plotkin@umontana.edu; Office: Rankin M-1C

REQUIRED TEXTS

Marshall, Peter. *Nature's Web: Rethinking Our Place on Earth* (London: M.E. Sharpe, 1992). ISBN: 1-55778-652-6 (**NW**)
Nash, Roderick. *Wilderness and the American Mind* (New Haven, CT: Yale University Press, 2001). ISBN: 0300091222 (**WAM**)
Quinn, Daniel. *Ishmael* (New York: Bantam/Turner; ISBN: 0-553-37540-7)
Swimme, Brian and Mary Evelyn Tucker. *Journey of the Universe*. (New Haven, CT: Yale University Press, 2011). ISBN: 978-0-3000-17190-7 (**JU**)
ERES Readings: Electronic Reserve and Hard Copies on Reserve in the Mansfield Library

REQUIREMENTS

- **PLEASE TURN OFF ALL ELECTRONIC DEVICES DURING CLASS**
- Regular class attendance and participation that demonstrates a grasp of the reading assignments
- Short critical response essay on *Ishmael*
- Weekly 2-page response essays to the readings
- Written midterm and final exams
- 5 hours of “ecological immersion” and reflective essay
- Final essay synthesizing learnings from the course

CLASS MEETINGS AND FORMAT

Class meets Monday, Wednesday, and Friday from 10:10--11:00 am. On Monday and Wednesday we meet in University Hall 210. Most Fridays the class will be divided into smaller activity sections, which will meet separately with either the instructor or one of the teaching assistants. Your class location and teacher for Friday class will be announced in class the first week. Readings not listed in the course schedule may be assigned for Friday sections by your teacher (see Electronic Reserves). Quizzes, in-class writing and reading, discussion, and other activities will occur on Fridays and will usually, but not always, cover material, ideas, and questions raised during the week. Special assignments for sections can also be expected.

ASSIGNMENTS AND CLASSES

NW = *Nature's Web*; **WAM** = *Wilderness and the American Mind*; **JU** = *Journey of the Universe*;
ERES = Electronic Reserve

INTRODUCTION

<u>Class</u>	<u>Day</u>	<u>Session</u>	<u>Topic and Assigned Reading</u>
1/27	M	1	Introduction: Laying out themes and structure of the course
1/29	W	2	Why It Matters: The Cosmological Context and The Planetary Challenge to the Human Race <i>Journey of the Universe</i> , Chs. 1-3 (JU pp. 1-34) Edward O. Wilson “The Diversity of Life” pp 193-195 ERES #2 Anne Ehrlich and Paul Ehrlich “Extinction: Life in Peril” pp 335-342 ERES #3 Peter Marshall, “Introduction”, <i>Nature’s Web</i> NW pp 1-6 <u>Recommended</u> : Larry Rasmussen “Sweet Betsy and Her Avalanche” in <i>Earth Community, Earth Ethics</i> pp 38-52 ERES #1
1/31	F	3	<u>Section Meetings</u> : Meeting Each Other and Getting Organized Jeffrey Sachs “The Anthropocene” pp 57-81 ERES #4
2/3	M	4	Raising Questions I: The Relation of Culture and Ecology <i>Ishmael</i> : Chs. 1-5 (pp. 3-91)
2/5	W	5	Raising Questions II: Takers, Leavers, and a Crashing Culture? <i>Ishmael</i> : Chs. 6-9 (pp. 95-184)
2/7	F	6	<u>Section Meetings</u> : Discuss <i>Ishmael</i> <i>Ishmael</i> : Chs. 10-13 (pp. 187-263) <i>Introduce & Hand Out Ecological Identity Worksheets</i>
I. SETTING THE CONTEXT: FROM PRE-HISTORY TO EARLY CIVILIZATION			
2/10	M	7	A Quick History of Our Human Trek: From the Savanna to Planetary Crisis <i>Journey of the Universe</i> , Chs. 8: The Origin of the Human (JU pp. 81-91) John Poggie, et al “Introduction” to <i>The Evolution of Human Adaptations</i> pp 1-15 ERES #5 Jared Diamond “Introduction” and “Up to the Starting Line” from <i>Guns, Germs, and Steel: The Fates of Human Societies</i> pp 9-25, 35-52 ERES #6 <u>Recommended</u> : E. O. Wilson: “The Riddle of the Human Species” ERES #5A
2/12	W	8	A Decisive Shift: From Hunting and Gathering to Farming the Earth

Jared Diamond “Farmer Power”, *Guns, Germs, and Steel* pp 85-92 **ERES #7**
Jared Diamond “History’s Haves and Have-nots”, *Guns, Germs, and Steel*
pp 93-103 **ERES #8**
Jared Diamond “To Farm or Not to Farm”, *Guns, Germs, and Steel*
pp 104-113 **ERES #9**
Journey of the Universe, Ch. 9: Becoming a Planetary Presence (JU pp. 93-102)

Ishmael response essay due in class

2/14 F 9 **Section Meetings**: Discuss Ecological Identity Worksheets

Mitchell Thomashow “Voices of Ecological Identity” pp 1-24 **ERES #10**

II. VIEWING EARTH, VIEWING HUMANITY: FOUNDATIONS FOR WESTERN AND NON-WESTERN WORLD VIEWS

2/17 M **PRESIDENTS DAY- NO CLASS**

2/19 W 10 **Urbanism, the Rise of the City, and Climate Change**

J. John Palen “Emergence of Cities” from *The Urban World* pp 21-25;
29-57 **ERES #11**

1st Reading Response essay due in class

2/21 F 11 **“And It Was Good”: Ancient Hebrew Views and the Biblical Tradition**

Daniel Hillel “Environment and Culture: A Premise and Its Implications” and
“Perceptions of Humanity’s Role on God’s Earth” from *The Natural History*
of the Bible pp 11-25, 241-246 **ERES #12**

Hebrew Bible selections from *This Sacred Earth* pp 77-89 **ERES #13**

“The Judaeo-Christian Tradition: Man’s Dominion over Nature” NW pp 97-107

2/24 M 12 ***Gaia, Telos, and Rational Hierarchy: Classical Views of Nature and the Greek and Roman Imprint***

“Early Greece: Gaia” NW pp 62-79

“The Romans: The Way of the Soldier” NW pp 80-88

Go Over Ecological Immersion Requirements

2/26 W 13 **“The Word Made Flesh”: Christianity and the New Creation**

Victor Ferkiss “To Serve Man or to Serve Nature?” pp 1-17 **ERES #14**

“Old World Roots of Opinion” WAM ch. 1 pp 8-22

Recommended: “Christianity: The Good Shepherd” NW pp 108-126

2nd Reading Response essay due in class

2/28 F 14 Section Meetings: Review for 1st Midterm exam

3/3 M 15 **1st Midterm Exam**

III. MOVING TOWARD MODERNITY: THE DISENCHANTMENT AND DOMINATION OF NATURE

3/5 W 16 **Science Rising: Method, Monster, or Savior?**

Journey of the Universe, Ch. 4: Birth of the Solar System (JU pp 35-45)

“The Scientific Revolution: Nature on the Rack” NW pp 168-179

“Philosophers of the Brave New World” NW pp 180-193

Rene Descartes “Part Two: The Principle Rules of the Method” pp 10-17 **ERES #15**

(no Reading Response this week)

3/7 F 17 Section Meetings: Discuss class readings

3/10 M 18 **The Enlightenment, Private Property, and Man’s New Ascendancy**

John Locke “Of Property” from *The Two Treatises of Government* **ERES #16**

“John Locke and the state of nature” NW pp 210-213

“The Enlightenment: The Disenchantment of Nature” NW pp 214-221

3/12 W 19 **Wedding Science with Technology: Colonialism, the Industrial Revolution and the New Global Economy**

Victor Ferkiss “Technology Triumphs: The Industrial Revolution” pp 47-63 **ERES #17**

“Karl Marx’s inorganic body” NW pp 314-318

3rd Reading Response essay due in class

3/14 F 20 **The Scientific Method Meets Biology: Darwin and Social Darwinism**

Journey of the Universe, Chs. 5-7 (JU pp. 47-79)

Charles Darwin *The Origin of Species* 27-30; 115-121 **ERES #18**

Donald Worster “Scrambling for Place” from *Nature’s Economy: The Roots of Ecology* pp 145-169 **ERES #19**

Recommended: “Darwinism and the Web of Life” NW 319-332

T.A. Instructor: Peter McDonough

IV. RESTORING REVERENCE & HARNESSING HUMANS: ROMANTICISM, TRANSCENDENTALISM, AND THE BEGINNING OF CONSERVATION & PRESERVATION

3/17 M 21 **Early Americans and the Land**

“A Wilderness Condition” **WAM** ch. 2, pp 23-43

“The American Wilderness” **WAM** ch. 4, pp 67-83

“Wilderness Preserved” **WAM** ch. 7, pp 108-122

Recommended: “Preserve the Wilderness!” **WAM** ch. 6, pp 96-107

T.A. Instructor: Sam Plotkin

3/19 W 22 **Romanticism and Transcendentalism: The Legacy of Emerson and Thoreau**

“The Romantic Wilderness” **WAM** ch. 3, pp 44-66

“Henry David Thoreau: Philosopher” **WAM** ch. 5, pp. 84-95

Henry David Thoreau: “Walking” pp 3-32 **ERES #20**

Rebecca Solnit: “The Thoreau Problem” from Orion 2009 at
<http://www.orionmagazine.org/index.php/articles/article/277/>

Recommended: “The Romantic Mind and Imagination” **NW** pp 267-280

Guest Speaker: Phil Condon, Director, Environmental Studies

4th Reading Response essay due in class

3/21 F 23 Section Meetings: Review for Midterm Exam

3/24 M 24 **John Muir: The Rise of the Wilderness Movement**

“John Muir: Publicizer” **WAM** ch. 8, pp.122-140

John Muir “The Philosophy of John Muir” from *The Wilderness World of John Muir* pp
311-323 **ERES #21**

Recommended: “Quotes from John Muir” **ERES #22**

T.A. Instructor: Sam Dexter

3/26 W 25 **The Movement Divides: Conservationism vs. Preservationism**

“Hetch Hetchy” **WAM** ch. 10 pp 161-181

“Decisions for Permanence” **WAM** ch. 12 pp. 200-209 [Recommended: 209-236]

Robert Marshall “On the People’s Forests 1933” from *Major Problems in American
Environmental History* pp 109-110 **ERES #23**

Recommended: Charles Geisler “A New Kind of Trouble: Evictions in Eden”
Pp 69-78 **ERES #24**

(no Reading Response this week)

3/28 F 26 **2nd Midterm Exam**

APRIL 1-6: SPRING BREAK

V: THE RISE OF MODERN ENVIRONMENTALISM

4/7 M 27 Ecology and Conservation Biology

“The New World of Ecology” NW pp 333-347

Aldo Leopold “Thinking Like a Mountain” from *A Sand County Almanac* pp 137-141

ERES #25

Aldo Leopold “The Land Ethic” from *A Sand County Almanac* pp 201-226 **ERES #26**

“Aldo Leopold: Prophet” WAM ch. 11, pp 182

Recommended: “Leopold and the Wolf” NW pp 352-355

4/9 W 28 Rachel Carson’s Not-So-Silent Spring: The Rise of the Green Critique

Rachel Carson: Excerpts from her writings **ERES #27**

“Preface to the Second Edition of *The Sea Around Us*” [1961]

“A Fable for Tomorrow” [1962]

“A New Chapter to *Silent Spring*” [1963]

“The Pollution of Our Environment” [1963]

Rachel Carson: “Introduction” by Linda Lair and “The Obligation to Endure,” Chapter 2 from *Silent Spring* **ERES #28**

“Rachel Carson” in *Dreamers and Defenders: American Conservationists* **ERES #29**

5th Reading Response essay due in class

4/11 F 29 Section Meetings: Discuss class readings

4/14 M 30 Earth Day and Beyond: Institutionalization of the New Environmental Paradigm

Philip Shabecoff “Saving Ourselves” from *A Fierce Green Fire*” pp 103-119 **ERES 30**

Philip Shabecoff “The Environmental Revolution” from *A Fierce Green Fire*” pp 121-139 **ERES #31**

Recommended: “Decisions for Permanence” WAM ch. 12 pp 200-237

4/16 W 31 Dissenters from the Left: The Emergence of Radical Ecology and the Critique of “Shallow” Ecology

Arne Naess “Ecology: The Shallow and the Deep” pp 167-172 **ERES #32**

Bill Devall and George Sessions “Principles of Deep Ecology” from *Worldviews, Religion, and the Environment* pp 434-440 **ERES #33**

Recommended: “Environmental Ethics” NW pp 403-408

6th Reading Response essay due in class

4/18 F 32 Section Meetings: Discuss class readings

4/21 M 33 Ecofeminism and Gaia Theory

Carolyn Merchant “Ecofeminism” in *Radical Ecology* pp 183-210. **ERES #34**
“The Resurrection of Gaia” **NW** pp 391-399
Recommended: “Ecofeminism” **NW** pp 408-414

4/23 W 34 **Social Ecology, Environmental Justice, and “Two-Thirds World” Critiques**

Giovanna Di Chiro “Nature as Community: the convergence of Environment and Social Justice” from *Uncommon Ground: Rethinking the Human Place in Nature* pp 298-320 **ERES #35**

“Toxic Turmoil”, *Missoulain* **ERES #36**

Recommended: “Deep Ecology versus Social Ecology” **NW** pp 413-429

Paul Mohai, David Pellow & J. Timmons Roberts “Environmental Justice” **ERES 36A**

7th (Final!) Reading Response essay due in class

Speaker: Robin Saha, Associate Professor, Environmental Studies

4/25 F 35 Section Meetings: Discuss the week’s readings
Go Over Directions for Final Learning Synthesis Essay

4/28 M 36 **Sacred Time versus Sacred Place: Native American Perspectives**

Vine Deloria, “Sacred Lands and Religious Freedom” in *For This Land: Writings on Religion in America* pp 203-213 **ERES #37**

George Tinker. “Native Americans and the Land: ‘The End of Living and the Beginning of Survival’” in *Constructing Christian Theologies from the Underside* pp 141-151 **ERES #38**

Recommended: “North American Indians: The Way of the Eagle” **NW** pp 137-148

Speaker: Rosalyn LaPier, Environmental Studies

Ecological Immersion essay due in class

4/30 W 37 **Living Locally: Bioregionalism and Sustainable Agriculture**

Jim Dodge “Living by Life: Some Bioregional Theory and Practice” from *CoEvolutionary Quarterly* pp 6-12 **ERES #39**

Andrew Kimball “Corporate Lies: Busting the Myths of Industrial Agriculture” **ERES #40**

Speaker: Josh Slotnick, PEAS Farm and Garden City Harvest
(no Reading Response this week)

5/2 F 38 **New Directions : Biomimicry, Ecological Design, and Green Economics**

Janine Benyus “Echoing Nature: Why Biomimicry Now?” from *Biomimicry: Innovation Inspired by Nature* pp 1-10 **ERES #41**

Paul Hawken, Amory Lovins, L. Hunter Lovins “The Next Industrial Revolution” from *Natural Capitalism: Creating the Next Industrial Revolution* pp 1-21 **ERES #42**

Recommended: Paul Hawken, Amory Lovins, L. Hunter Lovins “Human Capitalism” from *Natural Capitalism: Creating the Next Industrial Revolution* pp 285-308 **ERES #43**

Speaker: Bryony Schwan, Biomimicry Institute

5/5 M 39 **Where Do We Go From Here? Ecotopia?**

Journey of the Universe, Chs. 10-11 (JU pp. 103-118)
“Ecotopia Revisited” NW pp 448-463

5/7 W 40 **Wrap-up and Class Review**

Final Learning Synthesis Essay Due in class

5/9 F 41 Section Meetings: Review for Final Exam

Final Exam Period: Friday, May 16, 10:10-12:10, UH 210

GRADING POLICY

1. *Ishmael* critical response essay: 10%
2. Participation in the Friday sessions: 10%
3. Weekly response essays to the readings: 15%
4. 5 hours of Ecological Immersion and essay: 10%
5. Midterm Exams: 30% (15% each)
6. Final “Learning Synthesis” Essay: 10%
7. Final exam: 15%

Note Re Papers: Papers are due in class **on or before** the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each class day an assignment is late. **Note: Email submissions will not be accepted; paper copies only.** Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and the final grade will be marked down one full letter grade. Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand. Grades given reflect the following criteria of judgment:

- F: Failure to meet minimum requirements
- D: Unsatisfactory, but some effort to meet minimum requirements
- C: Satisfactory; meet minimum requirements of assignment but not much more
- B: Good to Very Good: thoughtful reflection, good analysis, clear writing style

A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

Note: Final Grades will be recorded using pluses and minuses.

Attendance: Regular attendance and participation in the class is expected. More than **four** (4) absences will result in losing any benefit of the doubt on your final grade. More than **seven** (7) absences will result in one grade reduction. More than **ten** (10) absences will result in a failing course grade. Late arrivals in class will count as an absence. (**Note:** I do not distinguish between excused and unexcused absences in totaling your number of absences. If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still **must** speak with the instructor.)

Cellphones & Electronic Devices: Please turn off all cellphones and electronic devices during class time. *Students who text or use electronic devices during class will be asked to leave and counted as absent for that class.*

Academic Dishonesty and Plagiarism: All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic dishonesty, please review the relevant sections of the University Catalog.

WEIGHT AND TIMELINE OF ASSIGNMENTS

The total number of points available for class assignments is 500 points. There are no extra credit points available (so please don't ask).

In order of due dates, the assignments are:

	<u>points</u>	<u>%</u>	<u>due date</u>
1. <i>Ishmael</i> critical response essay	50	10%	February 12
2. Participation in Friday sessions	50	10%	weekly
3. 7 Weekly response essays	75	15%	each Wednesday
4. 1 st Midterm exam	75	15%	March 3
5. 2 nd Midterm exam	75	15%	March 28
6. Ecological Immersion Essay	50	10%	April 28
7. Final Learning Synthesis essay	50	10%	May 7
8. Final Exam	75	15%	May 16, 10:10 – 12:10

DESCRIPTION OF WRITTEN ASSIGNMENTS

1. Ishmael critical response essay (10%): Write a 5 page, typed, double-spaced critical response to Daniel Quinn's novel, *Ishmael*. Much of your essay should be a thoughtful exposition and summary of the main points in the book. Then consider some of these questions: What are his main arguments in the book? What do you see as the strengths and weaknesses of Quinn's arguments, and why? What do you see as some of the central insights you have gained from the book, and how do they help you to think about cultural views of and responses to nature the environment? Would you recommend this book to others? Why or why not? (Note: Your essay must contain specific references to and relevant quotes from the text to support your exposition and argument. Your audience is someone who has not read the book.). (**Paper Due: Feb 12**)

2. Weekly Response Essays: Your main job to prepare for the participation portion of this course is to do each assigned reading thoughtfully before class and then to help us discuss it in class, particularly the Friday sessions. To help you think critically about what you read, write a short two page response essay where you identify and discuss two to three points from at least one of the weekly readings that you find interesting, important, or provocative. You might:

- Identify points you disagree or agree with in the readings that you would like to discuss;
- Relate the material to something you read or experienced elsewhere;
- Make comparisons between the ideas of different authors;
- Identify questions or difficulties you had with the reading.

Turn in your essay to your Friday instructor at the beginning of each Wednesday class session starting the week of Wednesday, February 19. Your essays should be typed and double-spaced and proofread for writing errors. **Please note at the top of the essay *which* reading(s) you are responding to in the essay.** They will be evaluated by: check-minus (needs more development); check (satisfactory to strong; could be developed further); check-plus (excellent and insightful). Your 6 strongest responses will be used to calculate your grade for this assignment. Check-plus = 11-12 pts, check = 9-10 pts; check-minus = 8 pts; 3 bonus points available for completing all 7 response essays. Late papers will not be accepted.

The purpose is to help you do the reading well and to prepare for the Friday discussion sessions where we will all share our ideas about the reading. You should be prepared to speak about your ideas or questions during the class discussion (We may select interesting questions from the sheets and identify you as the author, so please come to class prepared to discuss what you have written down!). These papers will also let us know what you are thinking about or struggling with. You should have a conversation with what you read. Talk back to it! Be an active reader!

3. Ecological Immersion Exercise and Essay: Each class member should do a minimum of five hours of "ecological immersion" -- participation with a group or in an activity focused on environmental issues. We will discuss various possibilities during the Friday session on March 7; you are also free to choose your own activity (just run it by your session instructor first). Check the Conservation Calendar on the EVST website at http://www.cas.umt.edu/evst/whats_new/calendars/calendar.cfm for possibilities. After you have completed your 5 hours, write a 3-page reflection/analysis paper describing the activity and analyzing the underlying ethical and philosophical values and assumptions you observed within the group and/or individuals. Can you place the approach(es) and philosophies within the different ecological perspectives we explore during the semester? (**Due: Monday April 28**)

Note: All ENST 230 students should subscribe to the EVST Undergraduate News listserv for the semester to receive weekly information about EVST activities. To subscribe or unsubscribe send an email with no message to:

List-Subscribe: [mailto: EVSTUNews-subscribe-request@LISTS.UMT.EDU](mailto:EVSTUNews-subscribe-request@LISTS.UMT.EDU)

List-Unsubscribe: [mailto: EVSTUNews-unsubscribe-request@LISTS.UMT.EDU](mailto:EVSTUNews-unsubscribe-request@LISTS.UMT.EDU)

4. Final “Learning Synthesis” Essay: The assignment is designed to help you synthesize what you have learned throughout the semester by reflecting on your own views in light of the course materials. The specific directions will be handed out and discussed in your Friday section on April 22nd. The essay itself is due on Wednesday the final week of classes. **(Due: Wed, May 7)**

5. Midterm and Final Exams: These are 50-minute exams that cover material from the first, second and third portions of the semester. The format of the exam will include multiple choice and short answer identifications to cover basic content you should know, as well as essay questions to assess how well you are able to integrate and reflect on what you are learning. Review sessions will take place on February 28, March 21 and May 9. Midterm exams: March 3 & March 28; Final exam: May 16th 10:10 am – 12:10 pm. **Note: No makeup tests for these dates will be allowed without signed official documentation and advanced consent of instructor.**

Participation grade: Your participation in the Friday sessions is worth 10% of the final grade in the course, and is based on your attendance, active participation, your timely completion of section assignments, and the quality of your work for those assignments.

ERES: To access the ERES readings:

- a. Go into <http://eres.lib.umt.edu/>
- b. Click on Electronic Reserves and Course Materials
- c. Under Instructor, find and select SPENCER, Daniel
- d. Click on the course name: ENST 230.
- e. Enter the password, "nature"
- f. The first entry, "Reading List," is a Table of Contents. The rest of the readings are entered in the order we will discuss them. The readings are in PDF format.

Note: All of the ERES readings are also found on the Class Moodle site.

Important University Policies, Dates and Deadlines: See the Calendar page in Cyberbear for a list of important dates for **Spring 2014**: <http://www.umt.edu/registrar/calendar.aspx>

Credit/No Credit Grade option: A minimum grade average of D- (60) is required for a CR grade in the CR/NC Grade option.

Incomplete Grade: Please see the criteria that must be met for an Incomplete in the University Catalog. No exceptions will be made for these criteria.

Learning Disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation. For more information, please consult <http://www.umt.edu/disability>.

LIST OF ERES READINGS

1. Larry Rasmussen. "Sweet Betsy and Her Avalanche" in *Earth Community, Earth Ethics* (Maryknoll, NY: Orbis, 1996), pp. 38-52.
2. Edward O. Wilson. "The Diversity of Life" in Matthew A. Cahn and Rory O'Brien, eds. *Thinking About the Environment: Readings on Politics, Property, and the Physical World* (London: M. E. Sharpe, 1996), pp. 193-195.
3. Anne Ehrlich and Paul Ehrlich. "Extinction: Life in Peril" in Lori Gruen and Dale Jamieson, eds. *Reflecting on Nature: Readings in Environmental Philosophy* (New York and Oxford: Oxford University Press, 1994), pp 335-342.
4. Jeffrey Sachs. "The Anthropocene" in *Commonwealth: Economics for a Crowded Planet* (New York: Penguin, 2008), pp 57-81
5. John J. Poggie, Jr., Gretel H. Pelto, Pertti J. Pelto. "Introduction" to *The Evolution of Human Adaptations* (New York: Macmillan, 1976), pp. 1-15.
- 5A. E. O. Wilson: "The Riddle of the Human Species"; *New York Times*, 2-24-2013.
6. Jared Diamond. "Preface & Introduction", "Up to the Starting Line" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp 9-25, 35-52.
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